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ABSTRACT

This booklet is a technical assistance sampler addressing the issues of student misbehavior, discipline problems, and behavioral initiatives. The term behavioral initiative is defined, disciplining children with disabilities is discussed, and a cautionary note concerning ignoring students' reasons for misbehavior is presented. A brief entitled "Behavior Problems: What's a School to do?" explores the issue of discipline, interventions focusing in dealing with misbehavior, logical consequences, defining and categorizing discipline practices, social skills training, and addressing underlying motivation. A list of relevant references is also included in the brief. A list of books, book chapters, journal articles, reports and other printed resources relevant to behavioral initiative and a list of ERIC readings and resources on school discipline are provided. A discussion of model programs examines major behavioral initiatives across the country; school-wide programs; behavioral initiative assessment instruments; and assessing resources for school wide approaches, a set of self-study surveys. A second brief, "Enabling Learning in the Classroom: A Primary Mental Health Concern," explores helping teachers assist identified students, creating a caring context for learning; expanding the context; teachers working and learning together; and a psychological sense of community. A list of relevant resources is also included in the brief. The booklet includes a list of agencies, organizations, Internet sites, other documents available from the Mental Health in Schools Training and Technical Assistance Center, and contact information for consultants who have the most direct expertise in creating state and school-wide models located across the country. Contains 65 additional references related to behavior concerns. (MKA)

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Technical Assistance Sampler on:

Behavioral Initiatives in Broad Perspective

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Technical Assistance Sampler on:

Behavioral Initiatives in Broad Perspective

We realize that each individual and organization requesting technical assistance has unique and special informational needs. To accommodate this diversity, we are developing samplers to provide immediate information on a variety of resources and how to access them.

In compiling samplers, we conduct a search of agencies, organizations, the Internet, relevant programs, and library resources. Then, we select a sample of diverse resources -- including resources that are themselves links to other resources and information. We also provide information on how to access other knowledgeable individuals who are ready to offer assistance. All resources listed are relatively easy to access through libraries, by phone, or over the Internet. If you are not yet connected to the Internet, hopefully you have access through work, a local library, or a friend.

We hope that the attached sampler is sufficient to meet your needs. However, should you require further help, please let us know. And should you know of something you think we should add, let us know this as well.

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Behavioral Initiatives in Broad Perspective

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While our center took the lead in preparing this document, we benefited greatly from the contributions of our partners at the Center for Effective Collaboration and Practice (CECP) directed by David Osher and input from Carl Smith at the Mountain Plains Regional Resource Center at Drake University.

What is a Behavioral Initiative?

Flaunting the rules, vandalizing property, bullying others, acting out in disrespectful, defiant, and violent ways -- schools across the country are being called on to do more about such student misbehavior. From the general public's perspective, the incidence of "discipline" problems is far too great; from the perspective of teachers and other school staff and many students, the problems represent additional barriers to teaching and learning. Concern about all this is heightened by the movement to keep special education students in regular classrooms, including those who need special interventions to address behavioral needs.

How should schools respond to problem behavior? In too many cases, the tendency is to overrely on strategies such as denying privileges, detention, and suspension. Too often, such measures are ineffective and even counterproductive. The necessity for schools to improve how they respond to behavioral needs is delineated in the 1997 reauthorization of IDEA (Individuals with Disabilities Education Act) which calls for IEPs (Individual Education Plans) to address such needs among children with disabilities early and comprehensively.* This requirement is a catalyst for schools to enhance the way they address behavioral concerns of all students.

And so the move to behavioral initiatives. In response to increasing need and the deficiencies of current practices, those responsible for public education are now developing behavioral initiatives. Such initiatives emphasize proactive programs to address student misbehavior. They provide families, schools, and communities with reforms and tools to reduce behavioral barriers to learning. In the process, they have the potential to foster school wide approaches to addressing barriers to learning and enhance positive relationships among school, family, and community.

What does a behavioral initiative look like? Because there is no consensus about the characteristics of such interventions, marked variations can be expected as initiatives develop. Some will focus on underlying causes of misbehavior; a few will emphasize holistic approaches; many will focus directly on behavioral interventions and functional assessments; some will emphasize direct and indirect ways to promote student social and emotional development; some will focus on enhancing school and community attitudes, skills, and systems. All will recognize the need for schools and communities to work together. The state of Montana, for example, sees its initiative as assisting "educators and other community members in developing the attitudes, skills, and systems necessary to ensure that each student leaves public education and enters the community with social competence appropriate to the individual regardless of ability or disability." The aim is to develop students who are "personally and socially ready to participate as productive citizens." This is to be accomplished through "a comprehensive staff development venture created to improve the capacities of schools and communities to meet the diverse and increasingly complex social, emotional and behavioral needs of students."

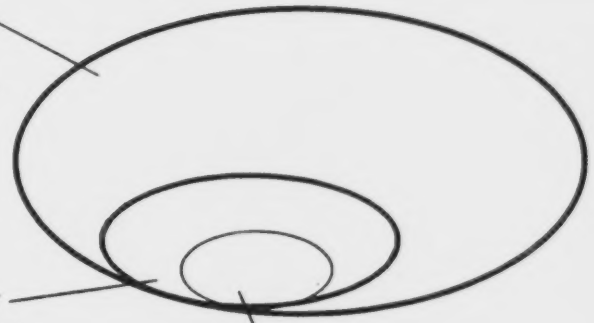
This sampler is designed to provide a quick overview of some resources that may be of use to anyone who is interested in the topic of behavioral initiatives.

*See the following pages for discussion of what IDEA '97 mandates related to behavioral needs.

Putting Behavioral Initiatives in Broad Perspective

Comprehensive, Multifaceted, Integrated Programs to Address Barriers to Learning and Promote Healthy Development

Designed to address *all* barriers to learning and healthy development (external as well as internal) through systemic reforms that restructure how schools and communities work together. Emphasis is on establishing a full continuum of programs and services and a caring school culture (prevention, early-after-onset intervention, and treatment for chronic, severe, and pervasive conditions)



Broad-Band Behavioral Initiatives

Designed to address behavioral problems of *any* student in order to minimize misbehavior that interferes with effective teaching and learning. Emphasis is on establishing schoolwide programs and services for prevention and early intervention

Narrow-Band Behavioral Initiatives

Designed mainly to respond to behavioral needs as delineated in the 1997 reauthorization of IDEA (Individuals with Disabilities Education Act) which calls for IEPs (Individual Education Plans) to address such needs among children with disabilities early and comprehensively

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Disciplining Children with Disabilities

By James McDougal,
Syracuse City School District (NY)
Introduction revised by Kevin P. Dwyer, NASP

Introduction

IDEA'97 gives school IEP teams the responsibility to address early and comprehensively the behavioral needs of children with disabilities, and affirms the need for behavioral needs to be tied to services, interventions, strategies and supports, including related services. The application of these required services can reduce significantly the need to use the discipline amendments, which also have major implications for the discipline of students with disabilities (see attached documents). Two changes are especially relevant to special educators and school personnel:

1. Following the behavior that violated any rule or code of conduct by any child with disabilities receiving special education and related services, in order for the team to make a *manifestation determination review,* the team must determine if: a) the IEP/placement was appropriate; b) supplementary aids and services were provided, including related services; c) behavioral interventions, strategies and supports were provided; and d) the child did/did not understand his/her behavior and could/could not control the behavior.

2. Within 10 days of a long-term suspension causing *disciplinary action involving a change of placement for more than 10 days,* or an interim alternative educational placement (for dangerous weapon or drugs), the local educational agency must: a) conduct a ***functional behavioral assessment***, if such an assessment does not already exist; b) implement or modify a ***behavior intervention plan*** as developed by the IEP team; and c) conduct a ***manifestation determination*** with parental participation.

Most relevant to educators are:

- ***The position of the parent(s) regarding the possible change in placement.*** If the parents agree with the IEP, team recommendation for a change in the IEP services or placement, no further action is required under the discipline section of IDEA'97;
- ***The need for documented behavioral interventions*** in order to allow the team to consider a "manifestation" determination; and
- ***Inclusion of a review by the IEP team and qualified personnel of all relevant information*** including evaluation and diagnostic results, information provided by the parents, observations of the child, the IEP and placement, the mandated *functional behavioral assessment* and implementation of a *behavior intervention plan* within 10 days of student suspension for more than 10 school days, or placement in alternative setting or other change in placement.

The above introduction is from an insert in the May 1998 issue of *Communiqué*, a publication of the National Association of School Psychologists. The insert also offers sets of worksheets for documenting assessment and related interventions.

Level I. Documenting behavioral interventions for students with disabilities:

Level I documentation of the behavioral interventions, strategies and supports, including related services provided to students with disabilities, is to be completed for each child with a disability by the educator primarily responsible for the IEP coordination of service delivery. The interventions documented may be provided to many children (such as social skill training) but must be individualized to address the barriers presented by that child. All behavioral interventions and services should be based upon proven practices, comprehensive evaluations and effective IEP team problem solving. Note that 50% or more of the components should always be positive in nature (e.g., incentives for adaptive/pro-social behavior).

Level II. Documenting functional behavioral assessment & behavior intervention plans:

- For all students in special education at significant risk for serious behaviors blocking learning. This includes some students with autism, pervasive developmental disorders, thought disorders resulting in externalizing behaviors, self-injurious and assaultive behavior, etc. It may include those in self-contained settings due at least in part to management/safety concerns.
- To include an assessment of the student's strengths, the problem behaviors, the environmental events in the classroom/school setting that surround these behaviors, and the suspected function(s) of these behaviors as well as the recommended replacement behaviors, and to develop intervention and monitoring strategies.

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About Positive Behavioral Support

As the discussion on the preceding page notes, IDEA '97 calls for *positive behavioral supports* to address student behavioral needs. In the prevailing literature, such supports usually are described as (1) environmental modifications that reduce the probability of problem behavior and (2) educational supports that facilitate acquisition, maintenance, and generalization of functional behavior.

In a 1998 article, Mark Steege offers the following points regarding positive behavioral supports.

> Positive behavioral support refers to the broad process of assisting individuals to acquire adaptive, socially meaningful behaviors and to overcome patterns of destructive, maladaptive and stigmatizing behaviors (Koegel, Koegel, & Dunlap, 1996). Positive behavioral support methodologies are used to increase appropriate prosocial behavior and to concomitantly decrease maladaptive behaviors. A primary goal of positive behavioral supports is to teach functional skills as a replacement for problem behavior.
>
> Positive behavioral support interventions are based on empirically derived models ... [such as] the competing behaviors model (O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997) ... response covariation (Parrish & Roberts, 1993) and functional equivalence (Carr & Durand, 1985) models....
>
> Positive behavioral support plans typically involve changing existing environments in a manner that makes problem behaviors irrelevant, ineffective and inefficient (Horner, O'Neill, & Flannery, 1993). This usually involves changing a variety of aspects of the environment ... often ... in concert (e.g., physical setting, task demands, curriculum, instructional pace, instruction of new skills, individualized reinforcement).... O'Neill et al (1997) [state] that the heart of a behavioral support plan lies in the extent to which the plan is a) based on the results of functional assessments, b) consistent with fundamental principles of behavior, c) a good conceptual "fit" with the values, resources and skills of all the people in the setting and d) includes ongoing evaluation to determine the effectiveness of the intervention.

From: "Positive Behavioral Supports and School Psychology: What a Great IDEA!" in Communiqué, a publication of the National Association of School Psychologists, May, 1998.

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Koegel, L., Koegel, R. & Dunlap, G. (1996). *Positive behavioral support.* Baltimore: Paul Brookes.

O'Neill, R., Horner, R., Albin, R., Sprague, J., Storey, R. & Newton, J. (1997). *Functional assessment and program development for problem behavior: A practical handbook.* Pacific Grove, CA: Brooks/Cole.

Parrish, J. & Roberts, M. (1993). Interventions based on covariation of desired and inappropriate behavior. In J. Reichle & D. Wacker (Eds.), *Communicative approaches to the management of challenging behaviors* (pp. 135-173). Baltimore: Paul Brookes.

A Cautionary Note

It is easy to fall into the trap of ignoring the underlying causes of a student's misbehavior in designing ways for schools and communities to carry out behavioral initiatives. In particular, it is tempting to apply strategies to all students that in actuality are only necessary and appropriate for those who manifest the most severe and pervasive behavior problems.

The objective of any behavioral initiative must be first and foremost to enhance in all students feelings of competence, self-determination, and relatedness (see the brief article enclosed in this sampler entitled *"Behavior Problems: What's a School to Do?"*). The key to this is transforming schools and classrooms into environments that are caring environments that truly enable learning (see the brief article in this sampler entitled *"Enabling Learning in the Classroom: A Primary Mental Health Concern"*).

Teachers and parents (and almost everyone else) are confronted with the problem of whether to treat children differentially -- recognizing that youngsters differ in terms of problems, age, competence, and so forth. Some try to simplify matters by not making distinctions and treating everyone alike. For example, it was said of Coach Vince Lombardi that he treated all his players the same -- like dogs! *A caring school culture cannot treat everyone the same.*

Teachers and other school staff often argue that it is unfair to other students if the same rule is not applied in the same way to everyone. Thus, they insist on enforcing rules without regard to a particular student's social and emotional problems. Although such a "no exceptions" strategy represents a simple solution, it ignores the fact that such a nonpersonalized approach may make a child's problem worse and thus be unjust.

A caring school culture must develop and apply rules and offer specialized assistance in ways that recognize that the matter of fairness involves such complicated questions as, Fair for whom? Fair according to whom? Fair using what criteria and what procedures for applying the criteria? Obviously what is fair for the society may not be fair for an individual; what is fair for one person may cause an inequity for another. To differentially punish two students for the same transgression will certainly be seen as unfair by at least one of the parties. To provide special services for one group's problems raises the taxes of all citizens. To deny such services is unfair and harmful to those who need the help.

(cont.)

Making fair decisions about how rules should be applied and who should get what services and resources involves principles of *distributive justice.* For example, should each person be (1) responded to in the same way? given an equal share of available resources? (2) responded to and provided for according to individual need? (3) responded to and served according to his or her societal contributions? or (4) responded to and given services on the basis of having earned or merited them? As ethicists point out, the first principle emphasizes equal access to the goods in life that every rational person desires; the second emphasizes need; the third emphasizes contribution and merit; and the fourth emphasizes a mixed use of such criteria so that public and private utility are maximized. Obviously, each of these principles can conflict with each other. Moreover, any may be weighted more heavily than another, depending on the social philosophy of the decision maker.

Many parents and some teachers lean toward an emphasis on individual need. That is, they tend to believe fairness means that those with problems should be responded to on a case-by-case basis and given special assistance. Decisions based on individual need often call for exceptions to how rules are applied and unequal allocation and affirmative action with regard to who gets certain resources. When this occurs, stated intentions to be just and fair often lead to decisions that are quite controversial. Because building a caring school culture requires an emphasis on individual need, the process is not without its controversies.

It is easy to lose sight of caring, and it is not easy to develop and maintain a caring school culture. In an era when so many people are concerned about discipline, personal responsibility, school-wide values, and character education, *caring counts.* Indeed, it may be the key to student well-being and successful schools.

No school can afford to create a safe environment by relying primarily on security and police methods. No teacher or administrator can move students toward becoming fully-functioning persons and productive citizens through a narrow focus on behavior modification. The dilemma for schools where large numbers of students are misbehaving is not just how to reassert social control, but how to do so in ways that mobilize student desire to pursue the opportunities that schools can provide for expanding one's horizons and building a future of hope.

UCLA SCHOOL MENTAL HEALTH PROJECT

Addressing Barriers to Learning

New ways to think . . .

Better ways to link

Mental Health in Schools Center

Volume 2, Number 2
Spring, 1997

The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.

John Maynard Keynes

Behavior Problems: What's a School to Do?

In their effort to deal with deviant and devious behavior and create safe environments, schools increasingly have adopted social control practices. These include some *discipline* and *classroom management* practices that analysts see as "blaming the victim" and modeling behavior that fosters rather than counters development of negative values.

To move schools beyond overreliance on punishment and social control strategies, there is ongoing advocacy for social skills *training* and new agendas for *emotional "intelligence" training* and *character education.* Relatedly, there are calls for greater home involvement, with emphasis on enhanced parent responsibility for their children's behavior and learning. More comprehensively, some reformers want to transform schools through creation of an atmosphere of "caring," "cooperative learning," and a "sense of community." Such advocates usually argue for schools that are holistically-oriented and family-centered. They want curricula to enhance values and character, including responsibility (social and moral), integrity, self-regulation (self-discipline), and a work ethic and also want schools to foster self-esteem, diverse talents, and emotional well-being.

Discipline

Misbehavior disrupts; it may be hurtful; it may disinhibit others. When a student misbehaves, a natural reaction is to want that youngster to experience and other students to see the consequences of misbehaving. One hope is that public awareness of consequences will deter subsequent problems. As a result, the primary intervention focus in schools usually is on *discipline* -- sometimes embedded in the broader concept of *classroom management.* More broadly, however, as outlined on the next page, interventions for misbehavior can be conceived in terms of:

- efforts to prevent and anticipate misbehavior
- actions to be taken during misbehavior
- steps to be taken afterwards.

From a prevention viewpoint, there is widespread awareness that program improvements can reduce learning and behavior problems significantly. It also is recognized that the application of consequences is an insufficient step in preventing future misbehavior.

For youngsters seen as having emotional and behavioral disorders, disciplinary practices tend to be described as strategies to modify deviant behavior. And, they usually are seen as only one facet of a broad intervention agenda designed to treat the youngster's disorder. It should be noted, however, that for many students diagnosed as having disabilities the school's (and society's) socialization agenda often is in conflict with providing the type of helping interventions such youngsters require. This is seen especially in the controversies over use of corporal punishment, suspension, and exclusion from school. Clearly, such practices, as well as other value-laden interventions, raise a host of political, legal, and ethical concerns.

Unfortunately, too many school personnel see punishment as the only recourse in dealing with a student's misbehavior. They use the most potent negative consequences available to them in a desperate effort to control an individual and make it clear to others that acting in such a fashion is not tolerated. Essentially, short of suspending the individual from school, such punishment takes the form of a decision to do something to the student

*** This is a lead article from an issue of the Newsletter published by the Center for Mental Health in Schools at UCLA.**

Intervention Focus in Dealing with Misbehavior

I. Preventing Misbehavior

A. Expand Social Programs
1. Increase economic opportunity for low income groups
2. Augment health and safety prevention and maintenance (encompassing parent education and direct child services)
3. Extend quality day care and early education

B. Improve Schooling
1. Personalize classroom instruction (e.g., accommodating a wide range of motivational and developmental differences)
2. Provide status opportunities for nonpopular students (e.g., special roles as assistants and tutors)
3. Identify and remedy skill deficiencies early

C. Follow-up All Occurrences of Misbehavior to Remedy Causes
1. Identify underlying motivation for misbehavior
2. For unintentional misbehavior, strengthen coping skills (e.g., social skills, problem solving strategies)
3. If misbehavior is intentional but reactive, work to eliminate conditions that produce reactions (e.g., conditions that make the student feel incompetent, controlled, or unrelated to significant others)
4. For proactive misbehavior, offer appropriate and attractive alternative ways the student can pursue a sense of competence, control, and relatedness
5. Equip the individual with acceptable steps to take instead of misbehaving (e.g., options to withdraw from a situation or to try relaxation techniques)
6. Enhance the individual's motivation and skills for overcoming behavior problems (including altering negative attitudes toward school)

II. Anticipating Misbehavior

A. Personalize Classroom Structure for High Risk Students
1. Identify underlying motivation for misbehavior
2. Design curricula to consist primarily of activities that are a good match with the identified individual's intrinsic motivation and developmental capability
3. Provide extra support and direction so the identified individual can cope with difficult situations (including steps that can be taken instead of misbehaving)

B. Develop Consequences for Misbehavior that are Perceived by Students as Logical (i.e., that are perceived by the student as reasonable fair, and nondenigrating reactions which do not reduce one's sense of autonomy)

III. During Misbehavior

A. Try to base response on understanding of underlying motivation (if uncertain, start with assumption the misbehavior is unintentional)

B. Reestablish a calm and safe atmosphere
1. Use understanding of student's underlying motivation for misbehaving to clarify what occurred (if feasible, involve participants in discussion of events)
2. Validate each participant's perspective and feelings
3. Indicate how the matter will be resolved emphasizing use of previously agreed upon logical consequences that have been personalized in keeping with understanding of underlying motivation
4. If the misbehavior continues, revert to a firm but nonauthoritarian statement indicating it must stop or else the student will have to be suspended
5. As a last resort use crises back-up resources
   a. If appropriate, ask student's classroom friends to help
   b. Call for help from identified back-up personnel
6. Throughout the process, keep others calm by dealing with the situation with a calm and protective demeanor

IV. After Misbehavior

A. Implement Discipline -- Logical Consequences/ Punishment
1. Objectives in using consequences
   a. Deprive student of something s/he wants
   b. Make student experience something s/he doesn't want
2. Forms of consequences
   a. Removal/deprivation (e.g., loss of privileges, removal from activity)
   b. Reprimands (e.g., public censure)
   c. Reparations (e.g., of damaged or stolen property)
   d. Recantations (e.g., apologies, plans for avoiding future problems)

B. Discuss the Problem with Parents
1. Explain how they can avoid exacerbating the problem
2. Mobilize them to work preventively with school

C. Work Toward Prevention of Further Occurrences (see I & II)

that he or she does not want done. In addition, a demand for future compliance usually is made, along with threats of harsher punishment if compliance is not forthcoming. And the discipline may be administered in ways that suggest the student is seen as an undesirable person. As students get older, suspension increasingly comes into play. Indeed, suspension remains one of the most common disciplinary responses for the transgressions of secondary students.

As with many emergency procedures, the benefits of using punishment may be offset by many negative consequences. These include increased negative attitudes toward school and school personnel which often lead to behavior problems, anti-social acts, and various mental health problems. Disciplinary procedures also are associated with dropping out of school. It is not surprising, then, that some concerned professionals refer to extreme disciplinary practices as "pushout" strategies.

(Relatedly, a large literature points to the negative impact of various forms of parental discipline on internalization of values and of early harsh discipline on child aggression and formation of a maladaptive social information processing style. And a significant correlation has been found between corporeal punishment of adolescents and depression, suicide, alcohol abuse, and wife-beating.)

Logical Consequences

Guidelines for managing misbehavior usually stress that discipline should be reasonable, fair, and nondenigrating. Motivation theory stresses that "positive, best-practice approaches" are disciplinary acts recipients experience as legitimate reactions that neither denigrate one's sense of worth nor reduce one's sense of autonomy. To these ends, discussions of classroom management practices usually emphasize establishing and administering logical consequences. This idea plays out best in situations where there are naturally-occurring consequences (e.g., if you touch a hot stove, you get burned).

In classrooms, there may be little ambiguity about the rules; unfortunately, the same often cannot be said about "logical" penalties. Even when the consequence for a particular rule infraction has been specified ahead of time, its logic may be more in the mind of the teacher than in the eye of the students. In the recipient's view, any act of discipline may be experienced as punitive -- unreasonable, unfair, denigrating, disempowering.

Basically, consequences involve depriving students of things they want and/or making them experience something they don't want. Consequences take the form of (a) removal/deprivation (e.g., loss of privileges, removal from an activity), (b) reprimands (e.g., public censure), (c) reparations (e.g., to compensate for losses caused by misbehavior), and (d) recantations (e.g., apologies, plans for avoiding future problems). For instance, teachers

Defining and Categorizing Discipline Practices

Two mandates capture much of current practice:
(a) schools must teach self-discipline to students;

(b) teachers must learn to use disciplinary practices effectively to deal with misbehavior.

Knoff (1987) offers three definitions of discipline as applied in schools: "(a) ... punitive intervention; (b)... a means of suppressing or eliminating inappropriate behavior, of teaching or reinforcing appropriate behavior, and of redirecting potentially inappropriate behavior toward acceptable ends; and (c) ..a process of self-control whereby the (potentially) misbehaving student applies techniques that interrupt inappropriate behavior, and that replace it with acceptable behavior". In contrast to the first definition which specifies discipline as punishment, Knoff sees the other two as nonpunitive or as he calls them "positive, best-practices approaches."

Hyman, Flannagan, & Smith (1982) categorize models shaping disciplinary practices into 5 groups:

- psychodynamic-interpersonal models
- behavioral models
- sociological models
- eclectic-ecological models
- human-potential models

Wolfgang & Glickman (1986) group disciplinary practices in terms of a process-oriented framework:

- relationship-listening models (e.g., Gordon's Teacher Effectiveness Training, values clarification approaches, transactional analysis)
- confronting-contracting models (e.g., Dreikurs' approach,, Glasser's Reality Therapy)
- rules/rewards-punishment (e.g., Canter's Assertive Discipline)

Bear (1995) offers 3 categories in terms of the goals of the practice -- with a secondary nod to processes, strategies and techniques used to reach the goals:

- preventive discipline models (e.g., models that stress classroom management, prosocial behavior, moral/character education, social problem solving, peer mediation, affective education and communication models)
- corrective models (e.g., behavior management, Reality Therapy)
- treatment models (e.g., social skills training, aggression replacement training, family therapy, parent management training, behavior therapy).

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commonly deal with acting out behavior by removing a student from an activity. To the teacher, this step (often described as "time out") may be a logical way to stop the student from disrupting others by isolating him or her, or the logic may be that the student needs a cooling off period. It may be reasoned that (a) by misbehaving the student has shown s/he does not deserve the privilege of participating (assuming the student likes the activity) and (b) the loss will lead to improved behavior in order to avoid future deprivation.

Most teachers have little difficulty explaining their reasons for using a consequence. However, if the intent really is to have students perceive consequences as logical and nondebilitating, it seems logical to determine whether the recipient sees the discipline as a legitimate response to misbehavior. Moreover, it is well to recognize the difficulty of administering consequences in a way that minimizes the negative impact on a student's perceptions of self. Although the intent is to stress that it is the misbehavior and its impact that are bad, the student can too easily experience the process as a characterization of her or him as a bad person.

Organized sports such as youth basketball and soccer offer a prototype of an established and accepted set of consequences administered with recipient's perceptions given major consideration. In these arenas, the referee is able to use the rules and related criteria to identify inappropriate acts and apply penalties; moreover, s/he is expected to do so with positive concern for maintaining the youngster's dignity and engendering respect for all.

For discipline to be perceived as a logical consequence, steps must be taken to convey that a response is not a personally motivated act of power (e.g., an authoritarian action) and, indeed, is a rational and socially agreed upon reaction. Also, if the intent is a long-term reduction in future misbehavior, it may be necessary to take time to help students learn right from wrong, to respect others rights, and to accept responsibility.

From a motivational perspective, it is essential that logical consequences are based on understanding of a student's perceptions and are used in ways that minimize negative repercussions. To these ends, motivation theorists suggest (a) establishing a publicly accepted set of consequences to increase the likelihood they are experienced as socially just (e.g., reasonable, firm but fair) and (b) administering such consequences in ways that allow students to maintain a sense of integrity, dignity, and autonomy. These ends are best achieved under conditions where students are "empowered" (e.g., are involved in deciding how to make improvements and avoid future misbehavior and have opportunities for positive involvement and reputation building at school).

Social Skills Training

Suppression of undesired acts does not necessarily lead to desired behavior. It is clear that more is needed than classroom management and disciplinary practices.

Is the answer social skills training? After all, poor social skills are identified as a symptom (a correlate) and contributing factor in a wide range of educational, psychosocial, and mental health problems.

Programs to improve social skills and interpersonal problem solving are described as having promise both for prevention and correction. However, reviewers tend to be cautiously optimistic because studies to date have found the range of skills acquired are quite limited and generalizability and maintenance of outcomes are poor. This is the case for training of specific skills (e.g., what to say and do in a specific situation), general strategies (e.g., how to generate a wider range of interpersonal problem-solving options), as well as efforts to develop cognitive-affective orientations (e.g., empathy training). Based on a review of social skills training over the past two decades, Mathur and Rutherford (1996) conclude that individual studies show effectiveness, but outcomes continue to lack generalizability and social validity. (While their focus is on social skills training for students with emotional and behavior disorders, their conclusions hold for most populations.)

For a comprehensive biblio-graphy of articles, chapters, books, and programs on social skills and social competence of children and youth, see Quinn, Mathur, and Rutherford, 1996. Also, see Daniel Goleman's (1995) book on *Emotional Intelligence* which is stimulating growing interest in ways to facilitate social and emotional competence.

Addressing Underlying Motivation

Beyond discipline and skills training is a need to address the roots of misbehavior, especially the underlying motivational bases for such behavior. Consider students who spend most of the day trying to avoid all or part of the instructional program. An intrinsic motivational interpretation of the avoidance behavior of many of these youngsters is that it reflects their perception that school is not a place where they experience a sense of competence, autonomy, and or relatedness to others. Over time, these perceptions develop into strong motivational dispositions and related patterns of misbehavior.

Misbehavior can reflect proactive (approach) or reactive (avoidance) motivation. Noncooperative, disruptive, and aggressive behavior patterns that are proactive tend to be rewarding and satisfying to an individual because the behavior itself is exciting or because the behavior leads to desired outcomes (e.g., peer recognition, feelings of competence or autonomy). Intentional negative behavior

stemming from such approach motivation can be viewed as *pursuit of deviance*.

Of course, misbehavior in the classroom often also is reactive, stemming from avoidance motivation. This behavior can be viewed as *protective reactions*. Students with learning problems can be seen as motivated to avoid and to protest against being forced into situations in which they cannot cope effectively. For such students, many teaching and therapy situations are perceived in this way. Under such circumstances, individuals can be expected to react by trying to protect themselves from the unpleasant thoughts and feelings that the situations stimulate (e.g., feelings of incompetence, loss of autonomy, negative relationships). In effect, the misbehavior reflects efforts to cope and defend against aversive experiences. The actions may be direct or indirect and include defiance, physical and psychological withdrawal, and diversionary tactics.

Interventions for such problems begin with major program changes. From a motivational perspective, the aims are to (a) prevent and overcome negative attitudes toward school and learning, (b) enhance motivational readiness for learning and overcoming problems, (c) maintain intrinsic motivation throughout learning and problem solving, and (d) nurture the type of continuing motivation that results in students engaging in activities away from school that foster maintenance, generalization, and expansion of learning and problem solving. Failure to attend to motivational concerns in a comprehensive, normative way results in approaching passive and often hostile students with practices that instigate and exacerbate problems. After making broad programmatic changes to the degree feasible, intervention with a misbehaving student involves remedial steps directed at underlying factors. For instance, with intrinsic motivation in mind, the following assessment questions arise:

- Is the misbehavior unintentional or intentional?
- If it is intentional, is it reactive or proactive?
- If the misbehavior is reactive, is it a reaction to threats to self-determination, competence, or relatedness?
- If it is proactive, are there other interests that might successfully compete with satisfaction derived from deviant behavior?

In general, intrinsic motivational theory suggests that corrective interventions for those misbehaving reactively requires steps designed to reduce reactance and enhance positive motivation for participating in an intervention. For youngsters highly motivated to pursue deviance (e.g., those who proactively engage in criminal acts), even more is needed. Intervention might focus on helping these youngsters identify and follow through on a range of valued, socially appropriate alternatives to deviant activity. From the theoretical perspective presented above, such alternatives must be capable of producing greater feelings of self-determination, competence, and relatedness than usually result from the youngster's deviant actions. To these ends, motivational analyses of the problem can point to corrective steps for implementation by teachers, clinicians, parents, or students themselves. (For more on approaching misbehavior from a motivational perspective, see Adelman and Taylor, 1990; 1993; Deci & Ryan, 1985.)

Some Relevant References

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Bauer, A.M., & Sapona, R.H. (1991). *Managing classrooms to facilitate learning*. Englewood Cliffs, NJ: Prentice-Hall.

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Deci, E.L. & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

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Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books, Inc.

Greenberg, M.T., Kusche, C.A., Cook, E.T., & Quamma, J.P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology, 7*.

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Wolfgang, C.H. & Glickman, C.D. (1986). *Solving discipline problems: Strategies for classroom teachers* (2nd ed.). Boston: Allyn & Bacon.

References to Books, Chapters, Articles, Reports, & Other Printed Resources

As an early step in accessing information and assistance on the above topic, the resources listed here are relatively basic and easy to access through libraries, by phone, or over the Internet. (If you're not yet connected to the Internet, hopefully you have access through work, a local library, or a friend.) Many local college or university libraries allow non-campus members to use their services (sometimes for a small fee). Also, many libraries have interlibrary loan programs.

Obviously, any search of publications related to this topic generates a wealth of resources. The following references are provided because they offer a general perspective on the topic or exemplify a type of resource that may be of special interest. A few additional related references are included in the Appendix.

State Documents on Behavioral Initiatives

Note: We are attempting to gather literature on behavioral initiatives from across the country. At this time, we have only obtained a few (see below and see the section of the Sampler on Model Programs). Please let us know about others.

Iowa Behavioral Initiative: Creating Healthy Learning Communities (1997). Iowa Department of Education.

Outlines the vision, goals, and conceptual model of the Iowa Behavioral Initiative. Also includes guidelines for the needs assessment process, planning, implementation, and evaluation. Contains a discussion of the delivery system and the Iowa Behavioral Initiative Statewide Needs Assessment Survey. (See model program section for description and contact information.)

Guidelines: Effective Behavioral Support (1995). Pennsylvania Department of Education: Bureau of Special Education.

In support of the Pennsylvania Statewide Support Initiative, this publication provides a set of guidelines for *effective behavioral support*. Topics covered: conducting a functional assessment; developing hypothesis concerning the function of the challenging behavior; designing and implementing the behavioral support plan; evaluating effectiveness; and modifying the support plan as needed. Discusses the challenge of balancing the rights of all students to a safe learning environment while providing effective programs for students with chronic behavioral problems. (See model program section for description and contact information.)

Montana Behavioral Initiative (1997). Montana Dept. of Education: Office of Public Instruction.

Discusses the goals, components, and conceptual model of Montana Behavioral Initiative. Also contains a training model for team processing, proactive behavior management, evaluation process, and responsibility plan. An environmental scan assessment tool that tracks the ongoing implementation process of MBI for each school is included. (See model program section for description and contact information.)

Books, Chapters, and Guides

A few of the following are annotated. As time allows, we will continue to revise this sampler and include more annotations.

Adelman, H.S. (1996b). *Restructuring education support services: Toward the concept of an enabling component.* Kent, OH: American School Health Association.

This monograph focuses on the need for school reform to focus on restructuring education support programs and services to create schoolwide approaches to addressing barriers to student learning.

Algozzine, B., Ruhl, K., & Ramsey, R. (1991). *Behaviorally disordered? Assessment for identification and instruction.* 37pp. #P339. Reston. VA: The Council for Exceptional Children.

Offers a literature-based perspective on systematic screening procedures and functional assessment procedures to facilitate services to students with emotional and behavioral disorders. The following are some of the topics addressed: assessment (for classification, evaluation of progress, and instructional planning); eligibility (screening, prereferral, and certification); definitions that lead to intervention strategies; description of problem behaviors using a school-based model; analyzing relationships between specific behaviors and settings; functional assessment; systematic screening.

American Psychological Association.*(1993). Violence and youth: Psychology's response.* Washington, DC: American Psychological Association.

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Bloomquist, M.L. (1996). *Skills training for children with behavioral disorders: A parent and therapist guidebook* New York: Guilford.

Breen, M. J., & Fiedler, C. R. (1996). *Behavioral approach to assessment of youth with emotional/ behavioral disorders.* Austin: Pro-Ed.

Focuses on the assessment of students with emotional and/or behavioral disorders (EBD) for the purpose of making, educational placement and programming decisions consistent with Federal and state diagnostic guidelines.

Gresham, F.M. (1995). Best practices in social skills training. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology - III* (pp. 1021-1030). Washington, DC: National Association of School Psychologists.

Lewis, T. J. (1997). *Teaching students with behavioral difficulties.* Reston, VA: Council for Exceptional Children.

Mathur, S. R., Quinn, M .M., & Rutherford, R.B. (1996). *Teacher-mediated behavior management strategies for children with emotional/behavioral disorders.* Reston, VA: Council for Children with Behavioral Disorders.

Nelson, M., Rutherford, R., & Wolford, B. (1995). *Comprehensive collaborative systems that work for troubled youth: A national agenda.* Richmond: National Juvenile Detention Association, College of Law Enforcement, Eastern Kentucky University.

Quinn, M., Gable, R., Rutherford, R., Nelson, C.M., & Howell, K. (1998). *Addressing Student Problem Behavior: An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans.* Washington, DC: Center for Effective Collaboration and Practice (CECP).

Includes roles and responsibilities of the IEP team, purposes and how to conduct a functional behavioral assessment, alternative assessment strategies; behavior intervention plans; addressing skill and performance deficits; how to modify the learning environment, and evaluating the behavior intervention plan. (The document can be downloaded through their website at: http://www.air-dc.org/cecp/resources/problembehavior/main.htm or refer to the websites section to get contact information of CECP.)

Quinn, M.M., Mathur, S.R. & Rutherford, R.B. (1996). *Social skills and social competence of children and youth. A comprehensive bibliography of articles, chapters, books and programs.* Tempe, AZ: Arizona State University.

Rutherford, R.B., Quinn, M.M., & Mathur, S.R. (1996). *Effective strategies for teaching appropriate behaviors to children with emotional behavioral disorders.* Reston, VA: Council for Children with Behavioral Disorders.

Safe Schools—Safe Students: Guidelines for Implementing Discipline Procedures Under the New Individuals with Disabilities Education Act (IDEA). (1997). Reston, VA: Council of Administrators of Special Education, Inc., a Division of the Council of Exceptional Children.

A resource guide for school boards, superintendents, directors, principals, teachers, support staff, and parents. (#D5236)

Schmid, R. E., & Evans, W. H. (1997). *Curriculum and instruction practices for students with emotional/behavioral disorders.* Reston, VA: Council for Children with Behavioral Disorders.

Short, P., Short, J., & Blanton, C. (1994). *Rethinking student discipline.* Thousand Oaks, CA: Corwin.

Sprague, J. R., Sugai, G. M., & Walker, H. M. (1997). Antisocial behavior in schools. In S. Watson & E Gresham (Eds.), *Child behavior therapy: Ecological considerations in assessment, treatment, and evaluation*, (pp. 451-474). New York: Plenum Press.

Sugai, G. & Pruitt, R. (1993). *Phases, steps and s guidelines for building school-wide behavior management programs: A practitioner's handbook.* Eugene, OR: Behavior Disorders Prog.

Tilly, W.D., Kovaleski, J., Dunlap, G., Knoster, T., Bambara, L., & Kincaid, D. (1998). *Functional behavioral assessment: Policy development in light of emerging research and practice.* Alexandria, VA: National Association of State Directors of Special Education (NASDSE).

This policy guide is an integrated attempt to define functional behavioral assessment (FBA), contextualize FBA within the special education decision-making process, and provide recommendations for policymakers. (To obtain this document, contact NASDSE at 703/519-3800 - ph or 703/519-3808 - fax.)

U.S. Department of Education, Office of Special Education and Rehabilitative Services, OSEP Memorandum 97-7 dated September 19, 1997.

Provides initial guidance on the requirements of IDEA as they relate to the removal of children with disabilities from their current educational placement for school days or less.

Walker, H. M., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in schools: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole.

Walker, H. M. (1997). *First step: An early intervention program for antisocial kindergartners.* #S5237. Reston, VA: Council for Exceptional Children.

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Osher, D., Osher, T., & Smith, C. (1994). Toward a national perspective in emotional and behavioral disorders: A developmental agenda. *Beyond Behavior, 6*, 4-17.

Reed, H., Thomas, E., Sprague, J. R., & Horner, R H. (1997). Student guided functional assessment interview: An analysis of student and teacher agreement. *Journal of Behavioral Education*, 7, 3349.

Weissberg, R., Caplan, M., & Harwood, R. (1991). Promoting competency-enhancing environments: A systems-based perspective on primary prevention. *Journal of Consulting and Clinical Psychology, 59*, 830-841.

The March/April 1998 issue of Teaching Exceptional Children has seven brief articles devoted to the topic of *Discipline: Behavior-Intervention*.

ERIC Readings and Resources On School Discipline

These have been selected from the ERIC Clearinghouse's minibiliography. The full minibibliography is available for $1 from the ERIC Clearinghouse (800-322-0272).

Allen, S. D. & Edwards-Kyles, D. R. (1995). Alternatives to expulsion: Houston's school of last resort. (EJ502591). *Journal of Emotional and Behavioral Problems*, 3(4), 22-25.

Almighty, D. A. (1995). Behavior management and the "Five C's." (EJ518635). *Teaching Pre-K-8, 26*, 88-89.

Butera, G. and others. (1997). IEPs, students with behavior problems and school discipline policies: A collision course. (ED406103). In *Promoting Progress in Times of Change: Rural Communities leading the Way.*

Cooley, S. (1995). *Suspension/expulsion of regular and special education students in Kansas: A report to the Kansas State Board of Education.* (ED395403).

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McIntyre, T. (1996). Does the way we teach create behavior disorders in culturally different students? (EJ534140). *Education and Treatment of Children*, 19(3), 354-70 (Special Issue: Severe Behavior Disorders of Children and Youth).

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Ross, P. A. (1995). *Practical guide to discipline and behavior management for teachers and parents*. (ED400049). Manisses Communications Group, Inc., Providence, RI. Available from Newsletter Book Services, 919 Duke Street, Alexandria, VA 22314 (800-382-0602; fax: 703-684-4059) ($34.95, plus shipping and handling).

Sinclair, M. F. and others. (1996). On a collision course? Standards, discipline, and students with disabilities. (ED404793). *Policy Research Brief,* 8 (4). Minnesota University, Minneapolis, Institute on Community Integration.

Shriner, J. G. & Yell, M. L. (1996). Legal and policy developments in the education of students with emotional/behavioral disorders. (EJ534141). *Education and Treatment of Children,* 19(3), 371-85.

Smith, D. D. & Rivera, D. P. (1995). Discipline in special education and general education settings. (EJ506731). *Focus on Exceptional Children* 27(5), 1-14.

Sprick, R. S. & Howard, L. M. (1995). *The teacher's encyclopedia of behavior management: 100 problems/500 plans for grades K-9.* (ED386887). Available from Sopris West, 1140 Boston Ave., Longmont, CO 80501 ($39.50).

Whitaker, A. M. & Votel, C. B. (1995). Managing troubling behaviors: A systems approach. (ED381307). In *Reaching to the Future: Boldly Facing Challenges in Rural Communities.* Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18,1995).

For additional references related to behavior concerns, see the Appendix.

Model Programs

A. Major Behavioral Initiatives

IOWA Behavioral Initiative (IBI) -- Now called Success4

The IBI was developed in 1994 by the Iowa Department of Education. It is a school improvement change initiative intended to increase the capacities of Iowa schools, families, and communities to meet the increasingly complex social, emotional, intellectual, and behavioral development of children and youth. The conceptual model underlying the initiative focuses on attitudes, skills, and systems changes and includes 6 major components that are seen as essential ingredients of comprehensive systems change efforts (1) success-oriented academic instruction, (2) prevention and early intervention, (3) collaborative planning and problem-solving; (4) proactive discipline practices; (5) specialized instructional services; and (6) a multi-system approach. Families, educators, and community members are all key players in the design and implementation of these components. The initiative supports the design of systems change efforts which integrate these major components. By developing and incorporating these components into systems change efforts, the aim is to improve the capacities of Iowa schools, families, and communities to meet the full range of students' and young children's social, emotional, intellectual, and behavioral needs..

Contact: Maureen Reilly, Iowa Department of Education, Bureau of Children, Family, Community Services, Grimes State Office Building, Des Moines, Iowa 50319-0146
Phone: (515) 281-7143 Fax: (515) 242-5988 Email: mreilly@ed.state.ia.us

Montana Behavioral Initiative (MBI)

Montana Behavioral Initiative (MBI) is envisioned as "a comprehensive staff development venture created to improve the capacities of schools and communities to meet the diverse and increasingly complex social, emotional, and behavioral needs of students." The initiative is to assist "educators and other community members in developing the attitudes, skills, and systems necessary to ensure that each student leaves public education and enters the community with social competence appropriate to the individual regardless of ability or disability." The aim is to develop students who are "personally and socially ready to participate as productive citizens."

Contact: Susan Bailey-Anderson, Specialist/MBI State Coordinator; Office of Public Instruction, P.O. Box 202501, Helena, Montana 59620-2501. Ph: 406/444-2046; Fax: 406/444-3924.

Pennsylvania Effective Behavioral Support Initiative

The Effective Behavioral Support Plan seeks to assist children manifesting behavioral problems by providing intensive behavioral support within the typical school and community setting. The initiative views a comprehensive approach to behavior support in schools as consisting of (1) School Wide Systems (i.e., discipline code), (2) Setting Specific Systems, (3) Classroom Based Systems, and (4) Individual Student Systems. As training aids, the initiative offers documents and related tools covering the conceptual framework for "Effective Behavioral Support" and the four intervention components; functional assessment; design and delivery; family and parent involvement; teaming; and a five step planning process for addressing support issues for children who demonstrate challenging behavior.

Contact: Tim Knoster, Interagency Support Project, CSIU, Box 213, Lewisburg, PA 17837
Phone: (717) 523-1155 ext. 213 Email: tknoster@northstar.csiu.k12.pa.us

Utah's Behavioral and Educational Strategies for Teachers (B.E.S.T.) Project

The purpose of the Behavioral and Educational Strategies for Teachers (B.E.S.T.) Project is to develop a coordinated range of effective services for students with behavioral disorders. The project establishes model demonstration sites in Utah school districts, improves training opportunities for teachers, develops and disseminates replicable effective educational practices, and produces validated instructional materials that can be effectively disseminated to interested teachers, schools or school districts. The project also makes a concentrated effort to develop practices and procedures that efficiently coordinate with other provider agencies such as social services, mental health and health to provide a comprehensive system of transagency services for students with behavior problems.

Contact: B.E.S.T. Project, Attn: Ken Reavis or Debra Andrews, 250 East 500 South #228c,
Salt Lake City, UT 84111 Voice: (801) 538-7500 FAX: (801) 538-7521

Vermont Building Effective Support for Teaching (BEST)

The Vermont Department of Education's project, Building Effective Support for Teaching (BEST) students with behavioral strategies, has a three-pronged approach to (1) increase all Vermont school's capacity to serve students with behavior disorders, (2) create regional collaborative to provide resources to schools, and (3) pilot and implement early intervention strategies to prevent all students from entering kindergarten with the seeds of behavior or emotional challenges.

Contact: Vermont Department of Education, Attn: Dennis Kane & Richard Boltax, 120 State Street
Montpelier, VT 05620-250 Phone: (802) 828-5118 FAX: (802) 828-3140
E-mail: dkane@doe.state.vt.us and rboltax@doe.state.vt.us
Website: http://www.state.vt.us/educ/

In addition to the above, the table on the following pages provides information about other initiatives across the country. This table was prepared by Carl Smith of the Mountain Plains Regional Resource Center and adapted a bit by our Center.

Behavioral Initiatives Across the Country
(1998)

Funding Sources and Additional Information Regarding the Programs

State	Contact Person	Funding Sources & Additional Information
Georgia	Susan Mckenzie email: susan_mckenzie@doe.k12.ga.us	Georgia's Behavioral Intervention Project is funded from discretionary funds. It provides training and technical assistance to local school systems in functional assessment and in designing individual behavioral interventions for students with extremely challenging behaviors. Georgia's Psychoeducational Network is a support service providing evaluation and specialized instruction for students with severe emotional and behavioral disorders. Classes are in place to serve all local school systems in the state. The Network provides an additional point in the continuum of services, keeps students in their home communities and prevents more restrictive residential services. The Network is primarily funded with state funds and some federal discretionary funds.
Illinois	Lucille Eber email: lewrapil@aol.com	Information pending.
Iowa	Sandy Schmitz (515) 281-3176	Funded with discretionary dollars under IDEA -- see information provided on preceding pages.
Kentucky	Mike Wafford (502) 564-4970 email: mwaford@state.ky.us	Initially the program was funded solely with discretionary dollars under IDEA. It has branched out into three major projects now: 1) a website: www.state.ky.us/agencies/behave/homepage.html Paid for with CSPD money. 2) Model schools project: 5 elementary school sites, 5 middle school sites, 1 consultant per site that acts as a facilitator. Paid for with CSPD and Title IV money. 3) Behavior Consultant Cadre: 35 consultants that work primarily with the district on diagnostic issues. Paid for with Part D money.
Montana	See preceding pages	Montana Behavioral Initiative. A program in public schools that trains children in social skills needed to get along in the real world.
Florida	Information pending. Some information available from a participating school: Michigan Ave. Elementary St. Cloud, FL (407) 891-3140	Central Florida Behavioral Initiative. This is a three year commitment that the school has made with Florida Diagnostic Learning Resource System (FDLRS) to develop a comprehensive school plan for improving discipline and teaching student responsibility. The major goal of this plan is to help the school staff, students, and parents develop systematic written procedures that allow everyone to work consistently and collaboratively toward student behavior and increasing motivation.

Pennsylvania	Tim Knoster (717) 523-1155 Ext. 213	Direct services for kids with IEPs, receive the bulk of their resources from LEA money, SEA money, and IDEA money (child count). These students receive additional money for medical assistance if they meet medical eligibility requirements for mental health services. Also, local counties have dollars for direct services to children, as well as the department of public welfare. Some of these county and welfare. Some of these county and welfare dollars are from "block grants". These are used to provide services for kids with severe behavior problems. District services are systematically underwritten.
Utah	Ken Reavis (801) 538-7709	Funded with Part B discretionary funds under IDEA -- see information provided on preceding pages.
Vermont	Richard Boltax (802) 828-5125	During the first years of the program's existence it was funded solely with discretionary dollars. It has moved forward as the needs and the knowledge of needs has increased. It is now in it's fourth year. The program has three main pieces: 1) Building School Capacity 2) Building Regional Capacity 3) Piloting early intervention program The program at present receives a million dollars from the legislature. They also receive discretionary funds to pay for staff. Funding also comes form Medicaid dollars and from collaboration with other large interagency programs with Department of Mental Health and Child Protection Agency.
Washington	Don Hanson (360) 753-6733	Washington's Superintendent has set up a taskforce to look at the issue of behavior. The taskforce is comprised of 4 subgroups: 1) Educational services: early childhood and parent involvement 2) Cross System (Interagency-Health & Human Services) 3) Training & Staff Development 4) Legal & Legislative Issues These four subgroups have been commissioned by the superintended to come back with in 12 months to give recommendations regarding the issue of behavior in Washington. Although this is not a "behavioral initiative" and may never become one, Washington is looking at some of the same issues.

Additional thoughts re. funding: It would be logical to look within education for potential funding pools. SEAs need to analyze their system with regard to program office areas/categorical areas. This would enable them to look at what initiatives are funded under what pieces (programs/categories). If these pieces are then integrated (across programs/categories), this may present a possible funding source. If an SEA is looking to build capacity then the sources listed above would also be applicable. In addition, the SEA needs to look at use of IDEA, part B, component 2 money. "What initiatives do they underwrite? What are you doing with component 2 dollars? Are you integrating and using part D dollars? What are your priorities?" It may be necessary to prioritize discretionary money to use for behavioral initiatives. In this light it may be important to look at other parallel child service systems when funding behavioral initiatives (e.g., mental health systems are compatible with a behavioral system agenda).

B. Schoolwide Programs

Institute on Violence and Destructive Behavior: Effective Behavior Support

EBS is a schoolwide behavioral support program focussing on collaboration with school staff in order to build consensus in assessment criteria. EBS was designed to prevent disruptive behavior by all students, including those that exhibit chronic behavior problems.

Contact: Robert E. March, P.O. Box 3523 gene, Oregon 97403-5262 Phone: (541) 683-7962
Email: robmarch@oregon.uoregon.edu

Positive Education Program (PEP)

The Positive Education Program's mission is to provide integrated services to children and adolescents experiencing significant social, emotional, and behavioral problems, and to their families, using a collaborative, ecological approach. PEP's goal is to enhance the strengths, reduce the discordance, and build the skills of our children and their families--empowering them to improve the quality of their lives, to function as independently as possible, and to avoid destructive outcomes which limit their potential.

Contact: Positive Education Program, Mary Lynn Cantrell, 3100 Euclid Avenue, Cleveland, OH 44115
Phone: (216) 361-7600 FAX: (216) 361-8600 E-mail: infopep@pepcleve.org
Website: http://www.pepcleve.org/

Project ACHIEVE

Project ACHIEVE is an innovative educational reform program targeting academically and socially at-risk and underachieving students, which focuses on helping individual schools strategically plan for and address both immediate and long-term student needs. Particular emphasis is placed on improving and increasing students'' academic progress and success, social behavior, social skills and aggression control, and in reducing incidents of school-based violence through organizational and resource development, comprehensive in-service training and follow-up, and parent and community involvement. The comprehensive plan involves students, teachers and school staff, parents, and community members in the development and implementation of each component, including: *Organizational development and strategic planning; The referral question consultation problem-solving process; Effective school and instructional processes/Effective Staff development approaches; Instructional consultation, curriculum-based assessment and measurement, and instructional interventions; Social skills training and behavioral interventions; Parent training, tutoring, and support through the Parent Drop-In Center; and Research, program evaluation, and data-based accountability.*

Contact: Howard Knoff, Ph.D.,Department of Psychological Foundations, FAO 100U, Room 270,
University of South Florida, Tampa, FL 33620 Phone: (813) 974-9498 Fax: 813/974-5814
Email: knife@tempest.coedu.usf.edu Website: http://www.coedu.usf.edu/deptpsysoc/psych/

Westerly Public Schools: The Advantages of Teamwork

Westerly's policies and programs focus on a comprehensive educational system of care for each student particularly students with disabilities. Westerly has enacted a range of projects to implement this system of care, including: (1) collaborative team teaching, (2) planning centers, (3) the Westerly Integrated Social Services Program (WISSP), and (4) extensive teacher training.

Contact: Westerly Public Schools, 44 Park Avenue, Westerly, RI 02891-2297
Phone: (401) 596-0315 Fax: (401) 348-8190 Email: hawkm@ride.ri.net

Lane Education Services District

The Lane School Program consists of two components: a teacher consultation program and a self-contained day-school. The primary goal of the program is to assist local schools in educating children and youth with emotional and behavioral problems.

Contact: Lane Education Services District, 1200 Highway 99 North, Box 2680, Eugene, OR 97402-0374
Phone: (541) 461-8200 FAX: (541) 461-8298 Website: http://www.lane.k12.or.us/

C. Behavioral Initiative Assessment Instruments

Obviously, there are many instruments for assessing behavior. The following are tools specifically used by designers of behavioral initiatives.

1. Iowa Behavioral Initiative Statewide Needs Assessment Survey

The survey assesses what a school needs to address to meet the social, emotional, and behavioral needs of the students. It measures seven discrete components: specialized instructional services, prevention and early intervention, collaborative planning and problem solving, multi-systems approach, proactive discipline practices, success-oriented academic instructions and systems support .

Contact: Maureen Reilly, Iowa Department of Education, Bureau of Children, Family, Community Services, Grimes State Office Building, Des Moines, Iowa 50319-0146
Phone: (515)281-7143 Fax: (515)242-5988 Email: mreilly@ed.state.ia.us

2. Pennsylvania Functional Assessment Tools

This set of functional assessment tools consist of three components. One deals with the prediction of the times and circumstances under which problem behaviors are most likely to occur. In addition, it involves the component of identifying the function or purpose served by the problem behavior. Lastly, it is the identification of broad lifestyles factors and student variables (e.g., skills) that appear to be influencing the student's problem behavior. The different assessment tools are as follows:

a) Scatter Plot Form -- This form is data sheet that records the date, duration, and frequency of a single behavior.

b) Motivation Assessment Scale -- Scale consists of a questionnaire designed to identify those situations in which a student is likely to behave in certain ways. The questionnaire is intended to give more informed decisions concerning the selection of appropriate reinforcers and treatments.

c) Communicative Response Modality Checklist -- This checklist surveys the student's method of communication. It looks into four modalities of communication, namely: verbal, sign/gestural, symbolic, and no method of communication.

d) Functional Assessment Observation Form -- An observation form that surveys the student's problem behavior, antecedents to the behavior, functions that behavior plays, and actual consequences of the behavior.

e) Identifying Home, School, and Community Supports -- This worksheet serves as a guide for team members to discuss and focus on the student's needs within and across home, school, and community environments. This worksheet represents a summary of the student's priority needs at home, in school, and in the community.

f) Medical, Physical, and Social Concerns -- This worksheet surveys and summarizes information about the student's medications and potential side effects or behavioral effects; physical and mental health; substance abuse concerns and the possible effects; social concerns and how these concerns affect the student; eating routines and diet; and sleeping cycles.

Contact: Tim Knoster, Interagency Support Project, CSIU, P.O. Box 213, Lewisburg, PA 17837
Phone: (717) 523-1155 ext. 213 Email: tknoster@northstar.csiu.k12.pa.us

3. Montana Behavioral Initiative Environmental Scan

The Montana Behavioral Initiative (MBI) is a systematic replication of other states' exemplary efforts to promote safe schools. The initiative recruits proactive efforts by community and school leaders to identify priority concern-- particularly those involving school violence-- and to teach, encourage, and recognize those behaviors which constitute acceptable alternatives.

Contact: Susan Bailey-Anderson, State Coordinator, Specialist, Office of Public Instruction, Box 202501, Helena, Montana 59620-2501 Phone: (406) 444-2046 Fax: (406) 444-3924

4. A Set of Behavioral Assessment Tools

This set of tools consists of indirect or direct collection of information about the students' problem behavior. Indirect assessment relies heavily upon the use of structured interviews with students, teachers, and other adults who have direct responsibility for the students concerned. Direct assessment involves observing and recording situational factors surrounding a problem behavior (e.g., antecedent and consequent events).

a) ABC Observation Form -- A form that records observations on the problem behavior, the antecedents to the problem behavior, and the following consequences to the problem behavior.

b) Scatter Plot Assessment -- This form assesses whether the behavior has or has not occurred within a specific time interval, for a set amount of time within a day, across ten days.

c) Functional Behavioral Assessment Matrix --This assessment matrix measures the frequency level of five observed behaviors within eleven different situations in the school environment.

Contact: Center for Effective Collaboration and Practice (CECP); American Institute for Research, 1000 Thomas Jefferson Street NW, Suite 400, Washington, DC 2007
Phone: (202) 944-5400 or (888) 457-1551 Email: center@air-dc.org
Web site: http://www.air-dc.org/cecp/cecp.html

D. Assessing Resources for Schoolwide Approaches -- A Set of Self-study Surveys

This set of surveys is designed as self-study instruments related to a school's programmatic areas for addressing barriers to learning. School stakeholders use such surveys to map and analyze the current status of their programs. As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You may want to pay special attention to:

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what practices are in place for enhancing resource usefulness*

This survey provides a ***STARTING POINT!***

Every school needs a learning support or "enabling" component that is well-integrated with its instructional component. Such an enabling component addresses barriers to learning and promotes healthy development. This set of self-study survey tools covers six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. *Areas covered include (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).* In addition, there is a survey of mechanisms for leadership and coordination of enabling activity. This type of self-study is best done by teams. For example, a group of teachers could use the items to discuss how the school currently supports their efforts, how effective the processes are, and what's not being done. Members of the team initially might work separately in filling out items, but the real payoff comes from discussing them as a group. The instrument also can be used as a form of program quality review.

In analyzing the status of the school's efforts, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

(The set of surveys is available from our Center's clearinghouse.)

Contact: School Mental Health Project, Dept. of Psychology, UCLA, Los Angels, CA 90095-1563 Phone: (310) 825-3634 Fax: (310) 206-8716
Email: smhp@ucla.edu Website: http://smhp.psych.ucla.edu/

SCHOOL MENTAL HEALTH PROJECT UCLA

Addressing Barriers to Learning

New ways to think . . .
Better ways to link

Mental Health in Schools Center Training and Technical Assistance

Volume 3, Number 2
Spring, 1998

It seems that the most important influences in the prosocial development of children are the experiences that form the foundation of caring -- receiving nurturance and empathy and being given the opportunities for mastery.
Chaskin & Rauner, 1995

Enabling Learning in the Classroom: A Primary Mental Health Concern

Over half my class needs special help!
What's a teacher to do?

For many, when any student is not doing well, the trend is to refer them directly for counseling or for assessment in hopes of referral for special help -- perhaps even special education assignment. In some schools and some classrooms, the number of referrals is dramatic. Where special teams have been established to review teacher requests for help, the list grows as the year proceeds. The longer the list, the longer the lag time for review -- often to the point that, by the end of the school year, the team only has reviewed a small percentage of those on the list. And, no matter how many are reviewed, there are always more referrals than can be served.

One solution might be to convince policy makers to fund more services. However, even if the policy climate favored expanding public services, more health and social services alone are not a comprehensive approach for addressing barriers to learning. More services to treat problems certainly are needed. But so are prevention and early-after-onset programs that can reduce the numbers teachers send to review teams.

Helping Teachers Assist Identified Students: *Classroom-Focused Enabling*

When a teacher encounters difficulty with a youngster, a first step is to try addressing the problem in the regular class. This usually means enhancing the teacher's ability to prevent and respond to learning and behavior problems. In developing a school's *Enabling Component* (see box on p. 2), this area is one of six clusters of programmatic activity and is called *Classroom-Focused Enabling*.

A key facet of Classroom-Focused Enabling is personalized on-the-job education. The aim is to increase a teacher's array of strategies for working with a wide range of individual differences and creating a caring context for learning. Such strategies include ways to accommodate and also teach students to compensate for differences, vulnerabilities, and disabilities. In this context, special attention is given to targeting how paid assistants, peers, and volunteers are used to enhance social and academic support.

Another aspect of Classroom-Focused Enabling involves restructuring the functions of student support staff so they play a greater role in directly assisting the teacher *in the classroom*. This calls for redesigning the job descriptions and staff development of resource and itinerant teachers, counselors, and other pupil services personnel so they are able to work closely with teachers and students in the classroom and on regular activities.

Classroom-Focused Enabling requires programs and systems for

- personalized professional development of teachers and support staff
- developing the capabilities of paraeducators and other paid assistants, and volunteers.
- temporary out of class assistance for students
- expanding resources.

Through a programmatic approach for *Classroom-Focused Enabling*, teachers increase their ability to address problems as they arise. In turn, this can increase the effectiveness of regular classroom programs, support inclusionary policies, and reduce the need for specialized services.

A Caring Context for Learning

From a psychological perspective, it is important that teachers establish a classroom atmosphere that encourages mutual support and caring and creates a sense of community. Such an atmosphere can play a key role in preventing learning, behavior, emotional, and health problems. Learning and teaching are experienced most positively when the learner *cares* about learning and the teacher *cares* about teaching. Moreover, the whole process benefits greatly when all the participants *care* about each other.

Caring has moral, social, and personal facets. And when all facets of caring are present and balanced, they can nurture individuals and facilitate the process of learning. At the same time, caring in all its dimensions should be a major focus of what is taught and learned. That is, the classroom curriculum should encompass a focus on fostering socio-emotional and physical development.

Caring begins when students (and their families) first arrive at a school. Classrooms and schools can do their job better if students feel they are truly welcome and have a range of social supports.

Why Schools Need an Enabling Component

No one is certain of the exact number of students who require assistance in dealing with the many factors that can interfere with learning and performance. There is consensus, however, that significant barriers are encountered by many, especially those from families that are poor. Schools committed to the success of all children must be designed to *enable learning* by addressing barriers to learning.

Enabling is defined as "providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to." The concept of an *enabling component* is formulated around the proposition that *a comprehensive, multifaceted, integrated continuum of enabling activity* is *essential* in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction.

Turning the concept into practice calls for weaving together school and community resources to address problems experienced by students and their families. Included are programs to promote healthy development and foster positive functioning as the best way to prevent many learning, behavior, emotional, and health problems and as a necessary adjunct to correcting problems. An *enabling component* encompasses six programmatic areas of activity designed to (1) enhance classroom-based efforts to enable learning, (2) provide prescribed student and family assistance, (3) respond to and prevent crises, (4) support transitions, (5) increase home involvement in schooling, and (6) outreach to develop greater community involvement and support (including recruitment of volunteers).

The concept of an *enabling component* provides a broad unifying notion around which those concerned with restructuring education support programs and services can rally. At a fundamental policy level, the concept paves the way for understanding that restructuring should encompass three primary and complementary components: *instruction/curriculum*, *enabling*, and *governance/management*. The message for policy makers is:

> For school reform to produce desired student outcomes, *school and community reformers must expand their vision beyond restructuring instructional and management functions and recognize there is a third primary and essential set of functions involved in enabling teaching and learning.*

References

Adelman, H.S. (1996). *Restructuring support services: Toward a comprehensive approach.* Kent, OH: American School Health Association.

Adelman, H.S., & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry, 67,* 408-421.

A key facet of welcoming encompasses effectively connecting new students with peers and adults who can provide social support and advocacy. On an ongoing basis, caring is best maintained through use of personalized instruction, regular student conferences, activity fostering social and emotional development, and opportunities for students to attain positive status. Efforts to create a caring classroom climate benefit from programs for cooperative learning, peer tutoring, mentoring,

advocacy, peer counseling and mediation, human relations, and conflict resolution. Clearly, a myriad of strategies can contribute to students feeling positively connected to the classroom and school.

Given the importance of home involvement in schooling, attention also must be paid to creating a caring atmosphere for family members. Increased home involvement is more likely if families feel welcome and have access to social support at school. Thus, teachers and other school staff need to establish a program that effectively welcomes and connects families with school staff and other families to generate ongoing social support and greater participation in home involvement efforts.

Also, just as with students and their families, school staff need to feel truly welcome and socially supported. Rather than leaving this to chance, a caring school develops and institutionalizes a program to welcome and connect new staff with those with whom they will be working. And it does so in ways that effectively incorporates newcomers into the organization. (For more on this, see the *Lessons Learned* section on pages 10-11.)

Expanding the Context

Learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher*. This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, etc. They all constitute what can be called *the teaching community*. When a classroom successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

Most schools do their job better when they are an integral and positive part of the community. Unfortunately, schools and classrooms often are seen as separate from the community in which they reside. This contributes to a lack of connection between school staff, parents, students, and other community residents and resources. For schools to be seen as an integral part of the community, steps must be taken to create and maintain collaborative partnerships.

A good place to start is with community volunteers. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and helps increase home and community involvement in schools and schooling. Thus, a major emphasis in joining with the community is establishment of a program that effectively recruits, screens, trains, and nurtures volunteers. In addition, we all must work toward increased use of school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need.

What is a psychological sense of community?

People can be together without feeling connected or feeling they belong or feeling responsible for a collective vision or mission. At school and in class, a psychological sense of community exists when a critical mass of stakeholders are committed to each other *and* to the setting's goals and values *and* exert effort toward the goals and maintaining relationships with each other.

A perception of community is shaped by daily experiences and probably is best engendered when a person feels welcomed, supported, nurtured, respected, liked, connected in reciprocal relationships with others, and a valued member who is contributing to the collective identity, destiny, and vision. Practically speaking, such feelings seem to arise when a critical mass of participants not only are committed to a collective vision, but also are committed to being and working together in supportive and efficacious ways. That is, a conscientious effort by enough stakeholders associated with a school or class seems necessary for a sense of community to develop and be maintained. Such an effort must ensure effective mechanisms are in place to provide support, promote self-efficacy, and foster positive working relationships.

There is an obvious relationship between maintaining a sense of community and sustaining morale and minimizing burn out.

Teachers Working and Learning Together in Caring Ways

Increasingly, it is becoming evident that teachers need to work closely with other teachers and school personnel, as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key facets of addressing barriers to

learning. They allow teachers to broaden the resources and strategies available in and out of the classroom to enhance learning and performance.

As Hargreaves (1984) cogently notes, the way to relieve "the uncertainty and open-endedness" that characterizes classroom teaching is to create

> communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional limits
>
> and standards, while still remaining committed to continuous improvement. Such communities can also bring together the professional and personal lives of teachers in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment.

Collaboration and collegiality are fundamental to morale and work satisfaction and to transforming classrooms into caring contexts for learning. Collegiality, however, cannot be demanded. As Hargreaves stresses, when collegiality is *mandated*, it can produce what is called *contrived collegiality* which tends to breed inflexibility and inefficiency. Contrived collegiality is compulsory, implementation-oriented, regulated administratively, fixed in time and space, and predictable. In contrast, *collaborative cultures* foster working relationships which are voluntary, development-oriented, spontaneous, pervasive across time and space, and unpredictable.

In many ways, the success of *Classroom-Focused Enabling* depends on the school's ability to organize itself into a learning community that personalizes inservice teacher education. Such "organizational learning" requires an organizational structure

> 'where people continually expand their capabilities to understand complexity, clarify vision and improve shared mental models' [Senge, 1990] by engaging in different tasks, acquiring different kinds of expertise, experiencing and expressing different forms of leadership, confronting uncomfortable organizational truths, and searching together for shared solutions (Hargreaves, 1994).

Finally, we all must acknowledge that problems related to working relationships are a given -- even in a caring environment. A common example that arises in such situations is rescue dynamics. These dynamics occur when caring and helping go astray, when those helping become frustrated and angry because those being helped don't respond in desired ways or seem not to be trying. To minimize such dynamics, it is important for all concerned to understand interpersonal dynamics and barriers to working relationships and for sites to establish effective problem solving mechanisms to eliminate or at least minimize such problems.

> Additional discussion of working relationships is available in several works prepared by our center. (As noted on p.3 of this newsletter, some of these works are already or soon will be accessible through the Internet.)

Some Relevant References

Chaskin, R.J. & Rauner, D.M. (eds.) Youth and caring. A special section of the May 1995 issue of the *Phi Delta Kappan*.

Fowler, R.C., & Corley, K.K. (1996). Linking families, building communities. *Educational Leadership, 53*, 24-26.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.

Kruse, S. & Louis, K.S. (1995). Teacher teaming -- opportunities and dilemmas. *Brief to Principals*, No. 11. Published by the Center on Organization and Restructuring of Schools, Univ. of Wisconsin, 1025 W. Johnson St., Madison, WI 53706.

Sarason, S. (1996). *Revisiting "The culture of school and the problem of change."* New York: Teachers College Press.

Agencies, Organizations, & Internet Sites

In addition to our Center and the Center for School Mental Health Assistance (University of Maryland at Baltimore -- 888/706-0980) -- which provide technical assistance support and put out a variety of publications --the following agencies can also be of assistance. They have reports, publications, online resources (e.g., catalogs, technical assistance), model programs, and links to other resources.

Center for Effective Collaboration and Practice (CECP)

The mission of the Center for Effective Collaboration and Practice is to support and to promote a reoriented national preparedness to foster the development and adjustment of children with or at risk of developing serious emotional disturbances (SED). To achieve that goal, the Center is dedicated to a policy of collaboration at federal, state, and local levels that contribute to and facilitates the production, exchange, and use of knowledge about effective practices. The Center is strategically organized to identify promising programs and practices, promote the exchange of useful information, and facilitate collaboration among stakeholders and across service system disciplines.

Contact: American Institute for Research, 1000 Thomas Jefferson Street NW, Suite 400, Washington, DC 2007 Phone: (202) 944-5400 or (888) 457-1551
Email: center@air-dc.org Web site: http://www.air-dc.org/cecp/cecp.html

Center for the Study & Prevention of Violence (CSPV)

The Center for the Study & Prevention of Violence (CSPV) was founded in 1992 with a grant from the Carnegie Corporation of New York to provide informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence. CSPV has a threefold mission. First, an Information House serves to collect research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases. Second, CSPV offers technical assistance for the evaluation and development of violence prevention programs. Third, CSPV maintains a basic research component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention programs.

Contact: Institute of Behavioral Sciences, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442, Ph: 303/492-1032 Fax: 303/443-3927
Website http://wwwcolorado.edu/cspv

Council for Children with Behavioral Disorders (CCBD)

The mission of Council for Children with Behavioral Disorders (CCBD) is to promote and facilitate the education and general welfare of children and youth with behavioral and emotional disorders. CCBD's 8,800 members include educators, parents, mental health personnel, and other professionals and related service providers. CCBD publishes the *BEHAVIORAL DISORDERS* journal, the CCBD newsletter, and *BEYOND BEHAVIOR* magazine. Sponsors several training events each year, a full range of sessions at the CEC annual convention, plus periodic topical conferences.

Contact: 1920 Association Drive, Reston, VA 22091-1589 Ph: 703/620-3666
Fax: 703/264-9499 Website http://www.cec.sped.org

Council for Exceptional Children (CEC)

In collaboration with ERIC, CEC has a quarterly publication called *Research Connections in Special Education.* It features most recent knowledge (i.e. research, models, & practices) on different issues in special education such as behavioral initiatives. This publication is accessible through their website at : http://www.cec.sped.org/osep/recon.htm

Contact: 1920 Association Drive, Reston, VA 22091-1589 Phone: (703) 620-3660 or (800) CEC-READ Email: cec@cec.sped.org Web site: http://www.cec.sped.org/

Federal Resource Center for Special Education (FRC)

With the object of improving the educational outcomes of students with disabilities, FRC supports a national technical assistance network that responds quickly to the needs of students with disabilities, especially students from under-represented populations.

Contact: Academy for Educational Development, 1875 Connecticut Avenue NW, Suite 900, Washington DC 20009 Phone: (202) 884-8215 Email: frc@aed.org Web site: http://www.dssc.org/frc/

National Association of School Psychologist (NASP)

The National Association of School Psychologist (NASP) speaks for over 19,000 school psychologist and related professionals throughout the United States and abroad, making it the world's largest organization for school psychology. NASP membership reflects the entire spectrum of school psychology, from doctoral level researchers to first-year graduate students. While the majority are practitioners working with students in schools. NASP members are also supervisors, administrators, trainers, researchers, counselors and consultants. The children and you they serve range from newborns to college students. Since 1969, NASP has served its members and society by promoting the rights, welfare, education and mental health of children and youth; and advancing the profession of school psychology. This is accomplished through education, service, research, and policy development.

Contact: 4340 East West Highway, Suite 402, Bethesda, MD 20814 Ph: 301/ 657-0270 Fax: 301/ 657-0275 Web site: http://www.naspweb.org

National Association of State Directors of Special Education

The National Association of State Directors of Special Education, Inc. (NASDSE) promotes and supports education programs for students with disabilities in the United States and outlying areas. NASDSE is a not-for-profit corporation established in 1938. NASDSE operates for the purpose of providing services to State agencies to facilitate their efforts to maximize educational outcomes for individuals with disabilities.

Contact: 1800 Diagonal Road, Suite 320, Alexandria, VA 22314, Ph: 703/519-3800 Fax: 703/519-3808 E-mail lin@nasdse.org

National Information Center for Children and Youth with Disabilities (NICHCY)

Funded by the U.S. Dept. Office of Special Education Programs (OSEP), NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals.

Contact: Academy for Educational Development, P.O. Box 1492, Washington, DC 20013-1492 Phone: (202) 884-8200 or (800) 695-0282 Email: nichcy@aed.org Web site: http://www.nichcy.org/

National School Safety Center

The National School Safety Center focuses national attentions on cooperative solutions to problems that disrupt the educational process. The center emphasizes efforts to eliminate crime, violence, and drugs from schools and improve student discipline, attendance, achievement, and the school climate. The National School Safety Center acts as a clearinghouse for current information and statistics on school safety issues. The National School Safety Center coordinates a national network of education, law enforcement, business, legal, and other civic and professional leaders who are working cooperatively to create and maintain safe schools. The center provides on site training and technical assistance programs worldwide.

Contact: 4165 Thousands Oaks Blvd., Suite 290, Westlake Village, CA 91362
Ph: 805/373-9277 Fax: 805/373-9977

Office of Special Education and Rehabilitative Services (OSERS)

The Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children with special needs, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities. OSERS includes the Office of Special Education Programs (OSEP), Rehabilitation Services Administration (RSA), and the National Institute on Disability and Rehabilitation Research (NIDRR).

Contact: U.S. Department of Education, Office of Special Education, Mary E. Switzer Building, 330 C Street SW, Washington, DC 20202 Phone: (202) 401-2000 or (800) 872-5327
Web site: http://www.ed.gov/offices/OSERS/

Special Education Regional Resource Centers

The following six regional centers offer tools and strategies for achieving effective education and human services delivery systems: coordinating information, providing technical assistance, linking research with practice, facilitating interagency collaboration.

(1) Northeast Regional Resource Center

Serves Maine, New Hampshire, Vermont, New York, New Jersey, Connecticut, Rhode Island, and Massachusetts.

Contact: Trinity College of Vermont, McAuley Hall, 208 Colchester Ave, Burlingham, VT 05401-1496 Ph: 802/658-5036 Fax: 802/658-7435
Website: http://interact.uoregon.edu/wrrc/nerrc/index.htm

(2) Mid-South Regional Resource Center

Serves Virginia, West Virginia, North Carolina, South Caroline, Maryland, Delaware, Kentucky, and Tennessee and the D.C.

Contact: Interdisciplinary Human Development Institute, University of Kentucky, 126 Mineral Industries Bldg., Lexington, KY 40506-0051 Ph: 606/257-4921 Fax: 606/257-4353
http://interact.uoregon.edu/wrrc/nerrc/index.htm

(3) South Atlantic Regional Resource Center

Serves Florida, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Texas, Oklahoma, and New Mexico and Puerto Rico.

Contact: Florida Atlantic University, 1236 N. University Dr., Plantation, FL 33322
Ph: 954/473-6106 Fax: 954/424-4309 Web: http://www.fau.edu/admin/a-n-f/sarrc.htm

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(4) Great Lake Area Regional Resource Center

Serves the Great Lakes states of Indiana, Illinois, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin.

Contact: Center for Special Needs Populations / The Ohio State University
700 Ackerman Road, Suite 440, Columbus, OH 43202 Ph: 614/447-0844
Fax: 614/447-9043 Website: http://www.csnp.ohio-state.edu/glarrc/NEWSV1N2.HTM

(5) Mountain Plains Regional Resource Center

Serves Missouri, Iowa, Kansas, Nebraska, North Dakota, South Dakota, Colorado, Utah, Wyoming, and Montana.

Contact: Drake University, 26th & University, Memorial Hall 3rd Floor, Des Moines, IA 50311
Ph: 515/271-3936 Fax: 515/271-4185 Website http://www.usu.edu/~mprrc/

Utah State University, 1780 North Research Parkway, Suite 112, Logan, UT 84341
Ph: 801/752-0238 Fax: 801/753-9750 Website: http://www.usu.edu/~mprrc/

(6) Western Regional Resource Center

Serves Arizona, California, Nevada, Idaho, Washington, Oregon, Hawaii, Alaska, and the Pacific Islands.

Contact: University of Oregon, Eugene, OR 97403-1268 Ph: 541/345-5641 Fax: 541/346-5639
Website: http:///interact.uoregon.edu/wrrc/wrrc.html

US Dept. of Education: Safe and Drug-Free Schools Office

The Department of Education's Office for Safe and Drug-Free Schools has a Website that contains a host of information on policies and programs for promoting safe schools. Several of these documents discuss the issue of safe schools as it pertains to the Goals 2000 educational initiative. They also have publications, and many links to other government and private agencies with this focus. From this site, you can order the Dept. Of Education's "Success Stories '94: a Guide to Safe, Disciplined and Drug Free Schools

Contact: Office of Educational Research and Improvement, National Library of Education,
555 New Jersey Ave. NW, Rm. 214b, Washington, DC 20208-5725
Ph: 202/219-1547 Fax: 202/219-1817 Website http://www.ed.gov/DrugFree/

Other Related Resources From Our Center

If you need additional assistance, we have the following resources:

A. Documents from our Clearinghouse

Our Center has compiled and extensive clearinghouse on a variety of topics relevant to addressing barriers to learning. The attached list summarizes some current holdings that may be relevant.

See the following pages.

B. Consultation Cadre

Sometime the best way to get information is to talk with someone who has successfully done what you want to do. Our center has compiled a list of professionals from all parts of the country who are willing to provide free informal consultation. See the attached list of cadre members who have identified themselves as having relevant expertise.

See the following pages.

C. Center staff who can provide additional technical assistance

Our center is continually updating and expanding resources. If you need additional information regarding this or any other issues that pertains to mental health in schools, please feel free to contact us.

A Few Other Related Documents in our Clearinghouse

Our Clearinghouse has information on a variety of topics relevant to mental health in schools specifically and addressing barriers to learning in general. We have collected resources form across the country. Most of what we have gathered is still in its original form (e.g., guides, resources aids, instruments, articles, fact sheets, reports, etc.) Over time, we are integrating some of the material into specially developed Introductory, Resource Aid, and Technical Aids Packets. The attached list highlights additional items from our current holdings. For material that is still in its original form, you probably will want to directly contact the source. However, if this is not feasible, feel free to contact us.

Packets Available from Our Center

Least Intervention Needed: Toward Appropriate *Inclusion* of Students with Special Needs

Highlights the principle of *least intervention needed* and its relationship to the concept of *least restrictive environment*. From this perspective, approaches for including students with disabilities in regular programs are described.

Violence Prevention and Safe Schools

Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice.

Assessing to Address Barriers to Learning

Discusses basic principles, concepts, issues, and concerns related to assessment of various barriers to student learning. It also includes resource aids on procedures and instruments to measure psychosocial, as well as environmental barriers to learning.

Cultural Concerns in Addressing Barriers to Learning

Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. This packet also includes resource aids on how to better address cultural and racial diversity in serving children and adolescents.

Screening/Assessing Students: Indicators and Tools

Designed to provide some resources relevant to screening students experiencing problems. In particular, this packet includes a perspective for understanding the screening process and aids for initial problem identification and screening of several major psychosocial problems.

Responding to Crisis at a School

Provides a set of guides and handouts for use in crisis planning and as aids for training staff to respond effectively. Contains materials to guide organization and initial training of a school-based crisis team, as well as materials for use in ongoing training and as information handouts for staff, students, and parents.

Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs

Surveys are provided covering six program areas and related system needs that constitute a comprehensive, integrated approach to addressing barriers and thus enabling learning. The six program areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).

School-Based Client Consultation, Referral, and Management of Care

Discusses why it is important to approach student clients as consumers and to think in terms of managing *care*, not *cases*. Outlines processes for problem identification, triage, assessment and client consultation, referral, and management of care. Provides discussion of prereferral intervention and referral as a multi-faceted intervention. Clarifies the nature of ongoing management of care and the necessity of establishing mechanisms to enhance systems of care. Examples of tools to aid in all these processes are included.

Guiding Parents in Helping Children Learn

Specially designed for use by professionals who work with parents and other nonprofessionals, this aid consists of a "booklet" to help nonprofessionals understand what is involved in helping children learn. It also contains information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance. Finally, it includes additional resources such as guides and basic information parents can use to enhance learning outcomes.

What Schools Can Do to Welcome and Meet the Needs of All Students and Families

This guidebook offers program ideas and resource aids that can help address some major barriers that interfere with student learning and performance. Much of the focus is on early-age interventions; some is on primary prevention; some is on addressing problems as soon after onset. The guidebook includes the following: Schools as Caring, Learning Environments; Welcoming and Social Support: Toward a Sense of Community Throughout the School; Using Volunteers to Assist in Addressing School Adjustment Needs and Other Barriers to Learning; Home Involvement in Schooling; Connecting a Student with the Right Help; Understanding and Responding to Learning Problems and Learning Disabilities; Response to Students' Ongoing Psychosocial and Mental Health Needs; Program Reporting: Getting Credit for All You Do and; Toward a Comprehensive, Integrated Enabling Component

A Few Other Items Housed in Our Clearinghouse

Title: A Series of Solutions and Strategies: Resolving Conflict through Peer Mediation

Author: M. Rogers (1994)

This report by The National Dropout Prevention Center focuses on establishing peer mediation as a method of conflict resolution. Peer Mediation enables people involved in conflict to reach a mutually acceptable agreement with the help of a mediator. The peer mediation process consists of 11 basic steps that are covered in the report.

Source: National Dropout Prevention Center at Clemson University, 205 Marlin Street, Box 345111, Clemson, South Carolina 29634-5111, Phone: (803) 656-2599.

Clearinghouse Number: 2108 -- 51

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Title: A Review of Selected School-Based Conflict Resolution and Peer Mediation Projects
Author: K.E. Powell, L. Muir-McClain, & L. Halasyamani (1995)

This journal article examines nine projects supported by four state health departments. The projects discuss interpersonal violence. Keywords: Crisis and Violence Prevention, School- Based, Outcome Study, Curriculum Development, Prevention, Community Involvement,

Source: *Journal of School Health, 65*, 426-431

Clearinghouse Number: 2108 -- 3

Title: At the Schoolhouse Door: An Examination of Program and Policies for Children with Behavioral and Emotional Problems
Author: J. Knitzer, Z. Steinberg, B. Fleisch (1990)

A major study focusing on educational and mental health policies and programs for children with behavior and emotional difficulties. Examined the promise and problems of state-level policy practices, school-based and school related-program models, the ways in which parent involvement in the education and treatment of their children is encouraged or discouraged, and so forth. Discusses ways in which the federal, state, and local roles should be modified. Keywords: emotional disorders, parental involvement, community involvement, treatment, mental health, policy, referral, at-risk, special education, school reform,

Source: Bank Street College of Education.

Clearinghouse Number: 1101 -- 24

Title: Building the Peace: The Resolving Conflict Creatively Program (RCCP)
Author: W. DeJong (1996)

This report contains an outline of the Resolving Conflict Creatively Program. It includes the program philosophy which is to deal with conflicts head on, without violence, in a constructive manner. The report also contains the conflict resolution curriculum for elementary as well as secondary schools. It then evaluates the programs already in existence. Keywords: Crisis and Violence Prevention, Violence, Newsletter Articles, Urban Youth, Curriculum Development, Assessment

Source: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, Washington, DC 20531.

Clearinghouse Number: 2108 -- 43

Title: Bibliography on School Restructuring (1995). Center on Organization and Restructuring of Schools

This bibliography recommends research and theoretical literature on school restructuring. References are chosen to be of interest to practitioners, policymakers, and researchers. Areas covered are general references, student experiences, professional life of teachers, school governance, and collaboration between schools and community.

Source: Issues in Restructuring Schools is distributed free to all persons on the mailing list. To be placed on the mailing list, contact: Leon Lynn, Dissemination Coordinator; Center on Organization and Restructuring of Schools; University of Wisconsin; 1025 W. Johnson St.; Madison, WI, 53706; Phone: 608-263-7575; Web: llynn@macc.wisc.edu

Clearinghouse Number: 2104 -- 12

Title: Classroom Focused Enabling: One of Six Areas of an Enabling Component (1996).
Author: School Mental Health Project/Center for Mental Health in Schools

Consists of guidelines, procedures, strategies, and tools designed to enhance classroom-based efforts by increasing teacher effectiveness for preventing and managing problems in the classroom and addressing barriers to learning.

Source: School Mental Health Project; Dept. of Psychology/UCLA; Los Angeles, CA, 90095-1563; Ph: 310-825-3634; FAX: 310-206-8716; http://smhp.psych.ucla.edu

Clearinghouse Number: 2104 -- 2

Title: Conflict Resolution: Building Bridges
Author: N.H. Katz & J.W. Lawyer (1993)

Handbook explores the nature of conflict and its principal sources, suggests attitudes for framing conflict, and offers a useful model for conflict resolution at an interpersonal or small group level. The model and process provide an effective conceptual framework for managing conflicts and negotiating solutions acceptable to the parties involved.

Source: Corwin Press, Inc.; A Sage Publications Company; 2455 Teller Rd; Newbury Park, CA, 91320

Clearinghouse Number: 2108 -- 12

Title: Creating Caring Relationships to Foster Academic Excellence: Recommendations for Reducing Violence in California Schools (1995)
Author: Adv. Panel on School Violence and the Commission on Teacher Credentialing

These two handbooks are the executive summary of the final report and the final report on recommendations for reducing violence in California schools. They contain various sections including introduction, background, definition of violence, assumptions, study limitations, supporting research, focus group data results, focus group findings, survey questionnaire results, and panel recommendations

Source: Commission on Teacher Credentialing; 1812 9th St.; Sacramento, CA, 95814-7000

Clearinghouse Number: 2108 -- 11

Title: Healing Fractured Lives
Author: Bureau of Primary Health Care (1996)

This is a report on how three school-based projects approach violence prevention and mental health care. These three programs profiled have developed innovative ways to improve access to primary care, particularly mental health and violence prevention services, through the school-based health center. Keywords: Crisis and Violence Prevention, School-Based, Mental Health, Prevention, Program Design and Implementation, Community Involvement

Source: Bureau of Primary Health Care; Health Resources and Services Administration; Bethesda, MD, 20814

Clearinghouse Number: 2108 -- 14

Title: How to Help Your Child Avoid Violent Conflicts
Author: W. Schwartz (1984)

Instructs parents on how to help their child avoid violent conflicts and includes a community guide to youth anti-bias and conflict resolution programs.

Source: ERIC Clearinghouse on Urban Education; Box 40; Teachers College, Columbia University; New York, NY, 10027; Phone: 800-601-4868; FAX: 212-678-4012; Web: eric-cue@columbia.edu

Clearinghouse Number: 2108 -- 30

Title: Including Students with Disabilities in General Education Classrooms (1993)

Discusses various aspects concerning the need to include students with disabilities in general education classrooms: attitudes and beliefs, services and physical accommodations, school support, collaboration, and instructional methods.

Source: July, 1993 ERIC Digest, #ED358677; 1600 Research Boulevard, Rockville, MD 20850; Ph: (800) LET-ERIC.

Clearinghouse Number: 2311 -- 22

Title: Inclusion - Where Are We Today (1996)

This issue of the Today newsletter addresses three different topics: the current status of inclusion, learning how to make inclusive settings work at CEC's inclusive school institutes, and a description and an outline of co-teaching.

Source: *CEC: Today, 3*(3)

Clearinghouse Number: 2311 -- 33

Title: Innovative Services Models: Education
Author: A.J. Duchnowski (1994).

Article describes some recently developed program models that may offer some effective interventions for students who have serious emotional disabilities. These models employ individualized treatment plans and a collaborative service system composed of the major child-caring agencies.

Source: *Journal of Clinical Child Psychology, 23,* 13-18

Clearinghouse Number: 2311 -- 41

Title: Intervening Against Violence in the Schools
Author: M. Weist & B. Warner (1996)

This paper reviews statistics of the scope and magnitude of school-based violence and related community violence and discusses its impacts on youth. It then offers guidelines for decreasing school violence and for developing mental health interventions for youth exposed to violence in their schools and communities.

Source: *Annals of Adolescent Psychiatry, 21,* 235-251.

Clearinghouse Number: 2108 -- 25

Title: Managing Today's Classroom: Finding Alternatives to Control and Compliance
Author: S. Willis (1996)

This issue of the Education Update addresses the topic on managing and maintaining control and compliance in the classroom by providing alternative methods in classroom management such as avoiding rigidity, reaching repeating offenders, and implementing an engaging curriculum.

Source: Education Update, 38(6); Education Update is the official newsletter of the Association for Supervision and Curriculum Development; 1250 N. Pitt St.; Alexandria, VA, 22314-1453; Phone: 703-549-9100; Web: update@ascd.org; http://www.ascd.org

Clearinghouse Number: 2104 -- 14

Title: National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance (1994).

Report covers how to improve educational services for children with severe emotional disturbance. Also in this file is an article by D. Osher & T.V. Hanley titled "Implications of the National Agenda to Improve Results for Children and Youth with or at Risk of Serious Emotional Disturbance".

Source: Chesapeake Institute, Suite 400, 1000 Thomas Jefferson Street, NW, Washington, DC 20007.

Clearinghouse Number: 2311 -- 5

Title: One School District's Approach to Least Intervention Needed (1993).

Bulletin from LAUSD outlines the district's guidelines on least restrictive environment, placement options, and the rights of parents and students.

Source: Los Angeles Unified School District (LAUSD), Division of Special Education

Clearinghouse Number: 2311 -- 8

Title: Overview: First Things First? (1996).

Series of articles discusses various strategies and approaches in alleviating learning barriers faced by children with emotional and behavioral problems.

Source: *Educational Leadership*, February 1996.

Clearinghouse Number: 2311 -- 23

Title: Preventing Crime & Promoting Responsibility: 50 Programs That Help Communities Help Their Youth
Author: The President's Crime Prevention Council (1995)

Directory designed to help communities plan and implement efforts that prevent youth crime and violence and that are tailored to local resources and needs. The first part outlines the planning process that can be used to develop a comprehensive crime prevention strategy. The second part describes 50 Federal crime prevention programs and provides information on how these programs relate to the five basic planning questions outlined in the first part.

Source: U.S. Government Printing Office; Superintendent of Documents, Mail Stop: SSOP; Washington, DC, 20402-9328

Clearinghouse Number: 2108 -- 29

Title: Project Achieve: A Collaborative School Reform Process to Improve the Academic and Social Progress of At-Risk and Underachieving Students
Author: H. M. Knoff, & G.M. Batsche (1995).

Project Achieve is an innovative educational reform program targeting academically and socially at-risk and underachieving students. This project focuses on helping individual schools to strategically plan for and address their immediate and long-term student needs. This is done through an integrated process that involves organizational and resource development, comprehensive in-service training and follow-up, and parent and community involvement all leading to direct and preventive services for our at-risk students.

Source: Howard M. Knoff/George M. Batsche, Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy, School Psychology Program, University of South Florida, Tampa, FL 33620; Phone: (813) 974-3246.

Clearinghouse Number: 2311 -- 46

Title: Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies
Author: Western Regional Center for Drug-Free Schools and Communities (1994)

The primary focus of this document is identfying what can be done to better safeguard our schools and to more easily select, integrate, and streamline these policies and practices. It offers the following approach: (1) It defines typology, or structured way to view and classify school safety approaches, (2) it examines within the context of this typology a broad range of policies and practices currently being used in schools to prevent violence, and (3) it provides a set of prompting questions for each of the three major categories along the continuum of approaches.

Source: Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204; Ph: (503) 275-9500.

Clearinghouse Number: 2108 -- 55

Title: SAVVY Violence Protection Program
Author: Students Against Violence&Victimization of Youth (1995)

Report describes SAVVY's methods and includes survey results and an article on violence reduction.

Source: Mary-Ellen Mess, Project Director; Teen Power House, School-Based Youth Service Program; Ph: 201-982-6200

Clearinghouse Number: 2108 -- 4

Title: School Bullying and Victimization
Author: National School Safety Center (1995)

Document defines what is a bully and that bullying is an intergenerational problem. It includes a section on the victims as well as intervention techniques that can be implemented.

Source: National School Safety Center, Pepperdine University, Malibu, CA 90263; Ph: (805) 373-9977.

Clearinghouse Number: 2108 -- 53

Title: Special Education: A Service, Not a Place (1995).

Subcommittee report for behaviorally at-risk students conducted a review of existing research and interviewed field personnel concerning services for at-risk services. They recommend the coordination of interagency services and the creation of a collaborative system.

Source: Judith A. Billings, State Superintendent of Public Instruction, Old Capitol Building, P.O. Box 47200, Olympia, WA 98504-7200; Phone: (360) 753-6733; TDD: (360) 586-0126.

Clearinghouse Number: 2311 -- 2

Title: Violence Counseling in the Routine Health Care of Adolescents
Author: P. Stringham & M. Weitzman (1988)

Intentional violence is a leading cause of mortality among teenagers and young adults. This is an approach to violence-prevention counseling, obtaining a history of violence, and devising a treatment plan is described and advocated.

Source: *Journal of Adolescent Health Care, 9,* 389-393

Clearinghouse Number: 2107 -- 13

Title: Violence Prevention: Curriculum for Adolescents
Author: D. Prothrow-Stith (1987)

Report details information on violence between peers--provides positive methods of dealing with anger. It includes sample worksheets.

Source: Teenage Health Teaching Modules; Education Development Center, Inc.; 55 Chapel St.; Newton, MA, 02160; Phone: 617-969-7100

Cclearinghouse Number: 2108 -- 1

Title: Voices for Peace: A Violence Prevention Compendium (1995)

Handbook discusses a violence prevention compendium in regards to the community and to the school. It provides resources for a number of different topics such as conflict resolution, domestic violence, substance abuse, children, gangs, safety/security, and firearms.

Source: Genesee County Community Mental Health; 420 W.5th Ave.; Flint, MI, 48503; Ph: (810) 257-3707

Clearinghouse Number: 2108 -- 16

Consultation Cadre

Because of the relative newness of state and schoolwide planning for behavioral initiatives, the number of individuals with the most direct expertise in creating state and schoolwide models is somewhat limited.

- *The first set of contacts probably should be with those persons identified with the models highlighted in this Sampler.*
- *The second set of contacts could be with those associated with key agencies and organizations such as those cited in the Agencies section of this Sampler.*
- Finally, some of the professionals who have agreed to be part of our Center's Consultation Cadre certainly have relevant expertise -- even if not specifically with programs called behavioral initiatives (e.g., those with expertise with crisis and violence prevention, counseling, etc.)

About the Consultation Cadre: Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs; may work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and other major system concerns. The group encompasses professionals working in schools, agencies, community organizations, family resource centers, clinics and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource.

East

District of Columbia

Joan Dodge, Senior Policy Associate
Georgetown University - Child Develop. Center
Nat'l Tech. Assist. Center for Children's MH
3307 M Street, NW
Washington, DC 20007-3935
Ph: (202)687-5000 Fax: (202)687-8899
Email: dodgej@medlib.georgetown.edu

Ronda Talley
425 Eighth Street, NW, #645
Washington, DC 20004
Ph: 202/393-0658 Fax: 202/393-5864

Maine

James Harrod, Res., Planning, & Eval.
Maine Dept. of MH and MR
Bureau of Children with Special Needs
State House
Augusta, ME 04333
Ph: 207/287-4250 Fax: 207/287-4268

Michel Lahti, Project Coordinator
School-Linked Mental Health Services Project
Center for Public Sector Innovation -
U of southern Maine
295 Water Street
Augusta, ME 04333
Ph: 207/626-5274 Fax: 207/626-5210
Email: michel.lahti@state.me.us

Maryland

Lawrence Dolan, Principal Research Scientist
Ctr. for Res. on the Educ. of Students
Placed at Risk, Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
Phone: 410/516-8809 Fax: 410/516-8890
Email: larryd@jhunix.hcf.jhu.edu

William Strein, Associate Professor
University of Maryland
3212 Benjamin Building
1125 College Park
College Park, MD 20742
Phone: 301/405-2869 Fax: 301/405-9995

Massachusetts

Deborah Jencunas, Coordinator
Student Support Services
Boston Public Schools
515 Hyde Park Ave.
Roslindale, MA 02131
Ph: 617/635-8030 Fax: 617/635-8027

New York

Dirk Hightower, Director
Primary Mental Health Project
Univ. of Rochester
575 Mt. Hope Ave.
Rochester, NY 14620
Phone: 716/273-5757 Fax: 716/232-6350
Email: dirk@psych.rochester.edu

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Primary Mental Health Project
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Email: djohnson@psych.rochester.edu

Pennsylvania

Steven Pfeiffer, Director
Behavioral Health Services
Genesis Health Ventures
Div. of Managed Care
312 W. State St.
Kennett Square, PA 19348
Ph: 610/444-1520

Vermont

Brenda Bean
Program Development Specialist
Dept. of Developmental and MH Services
103 South Main Street
Waterbury, VT 05671
Phone: 802/241-2630 Fax: 802/241-3052
Email: brendab@dmh.state.vt.us

Central States

Iowa

Kathryn Feilneyer
At-Risk Coordinator
Adair-Casey H.S.
3384 Indigo Ave.
Adair, IA 50002
Ph: 515/746-2241 Fax: 515/746-2243

Phillip Mann, Director
Seashore Psychology Clinic
Department of Psychology, E11SH,
University of Iowa
Iowa City, IA 52242
Phone: 319/335-2468 Fax: 319/335-0191
Email: philip-mann@uiowa.edu

Ray Morley
Educ. Services for Children, Family, & Comm.
Iowa Dept. of Education
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Email: rmorley@max.state.ia.us

Kentucky

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Western Kentucky University
Psychology Department
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Phone: 502/745-4419 Fax: 502/745-6474
Email: william.pfohl@wicu.edu

Minnesota

Charlotte Ryan, Consultant for
Youth with Emotional/Behavioral Disorders
Dept. of Children, Families, & Learning
Office of Special Education
550 Cedar St.
ST. Paul, MN 55101
Ph: 612/282-6249 Fax: 612/297-7368

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Minn. Dept. of Children, Families, & Learning
830 Capital Sq. Bldg.
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Ohio

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Wisconsin

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School Psychology Program
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Email: larsonj@uwwvax.uww.edu

Southeastern States

Arkansas

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Florida

Howard Knoff, Professor/Director
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Louisiana

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Louisiana State Department of Education
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Baton Rouge, LA 70804
Phone: 504/342-3480 Fax: 504/342-688

North Carolina

Bill Hussey, Section Chief
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301 N. Wilmington St.
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Email: bhussy@dpi.state.nc.us

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Appendix

Other References Related to Behavior Concerns

A few more references are offered to exemplify the types of resources that are available.

Books and Book Chapters

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